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ABSTRACT

Career education recognizes the centrality of careers and how career selection determines where one works and lives, one's associates, and other dimensions which are significant in defining one's life style. Curriculum is regarded as systemic--an integrated and cumulative series of experiences designed to help every student achieve increased: (1) power to make relevant and informed decisions about his life, and (2) skill in performance of his life roles (economic, community, home, avocational, religious, and aesthetic). Career education is a viable paradigm for determining educational purpose, sharpening expected outcomes, and organizing and deploying the educational and community resources in the rural setting. Briefly discussed in this paper are the: (1) definition of career education, (2) strengths and limitations of educational delivery systems in rural settings, (3) major research and development accomplishments in career education which have implications for educational programs in rural settings, and (4) development of programs and products. Among the topics covered are: 4 major theories of career development (trait factor, sociological, personality, and developmental); 4 career education models; career guidance for minority youth and women; and staff development models. (NQ)

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A NEW PARADIGM FOR RURAL EDUCATION --

CAREER EDUCATION

by

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INTRODUCTION

The population parade from farm to city has been so well documented that perhaps we have tended to ignore or neglect the societal functions which must continue in rural areas. During the first half of this century, the population parade from rural to urban areas posed some potential long-range problems for society. Population in rural areas was fairly stable in the 1960's, although some components of it varied. It is reported that rural residents in 1970 totalled 53.9 million, only 0.3 percent less than the population in 1960 of 54 million.[1] The welfare of these people and the roles they perform in and for society must not be ignored. Perhaps educational programs, in comparison to other functions of rural communities, lag the farthest behind.

In brief, I intend to share with you (1) my own perceptions as well as those of others, concerning the definition of career education, (2) highlight the strengths and limitations of educational delivery systems in rural settings, (3) outline for you the major research and development accomplishments in career education which have implications for educational programs in rural settings. Finally, I will make some summary observations concerning career education and its relevance to the rural setting.

DEFINING CAREER EDUCATION

Career education introduces a new polarity and sense of purpose into education.[2] I view it as the new paradigm for education, one focusing on career development. Career education considers curriculum to be systemic--an integrated and cumulative series of experiences designed to help every student achieve (1) increased power to make relevant and informed decisions

about his life, and (2) increased skill in the performance of his life roles.

Specifically, career education is designed to capacitate individuals for their several life roles: economic, community, home, avocational, religious and aesthetic. It recognizes the centrality of careers and how selection of various careers determines where one works, where one lives, one's associates, and other dimensions that are significant in defining one's life style. Designed for all students, career education should be viewed as lifelong and pervasive, permeating the entire educational system and even extending beyond it, increasing career options and broadening individual horizons well beyond our current perception. It should be viewed as having three distinct levels: awareness, exploration and preparation and as a system which allows for recycling or reentry at any level and age.

Such an educational system should develop a self-actualized learner with a "sense of agency," one who develops increased understanding of their own interests, strengths, and limitations. Such individuals can realistically and honestly confront the practical implications of a wide range of career options and can make increasingly "satisfying" and "satisfactory" career choices and develop educational plans for preparing in careers of their choice.

Associate Commissioner for Career Education, USOE, Dr. Kenneth Hoyt,[3] feels that career education consists of all those activities and experiences through which one learns about work. In his view, work is a conscious effort aimed at producing benefits for oneself and/or for oneself and others. As such, it is unimportant whether such effort is paid or unpaid in nature. What is important is that it represents the basic need for all human beings to achieve--to accomplish--to do something productive that allows the

individual to discover both who he/she is and why he/she is. As such, it makes no restirctions in meaning whether one speaks about the work of the homemaker, the musician, the lawyer, or the bricklayer. Some work will require advanced college degrees, while other work may require no formal schooling of any kind. To the extent that work is judged "successful," it does typically--and, in these times, increasingly--require some learned set of vocational skills. Hoyt, therefore, feels that it is equally clear that career education, while including both vocational education and occupational education, extends beyond both in that it may involve work performed as part of one's leisure time activities.

Irrespective of your personal choice of definitions, it is apparent that career education places considerable emphasis on individual learners and their orientation to choice of and preparation for careers. Since career education is designed for all students, it has definite implications for educational systems in rural settings.

Contextual Dynamics of Career Education

Career education as a major innovation has several interesting characteristics which need to be understood.

1. Career education was initiated as a national priority, by then, U. S. Commissioner of Education Sidney Marland in 1971. It was reinforced in the presidential education message and in various ways by the Congress. Further, career education has been the singular focus and major emphasis of the Federal Education Establishment for the past several years. Career education has enjoyed sustained support due to the unusual (for modern day) tenure of Dr. Marland in his role as Commissioner and later as assistant Secretary for Education.

2. Until the Hathaway Amendment in this session of Congress, there was no specific career education legislation. Nevertheless, there has been a significant federal investment over the past three years. Through the creative management and orchestration of diverse funding authorities in the U. S. Office of Education, approximately 225 million dollars in federal funds have been made available to foster research, development, demonstration and leadership programs in career education at all levels. At least an additional 60 million dollars in federal support has been appropriated for the current budget year.

3. Career education has been rapidly accepted. The states of Arizona, Louisiana, Florida, New Jersey, North Carolina, and California have passed career education legislation. Some 40 states now have state-wide career education coordinators in their state department of education. In some instances, state departments of education have reorganized to fully take into account the implications of career education and to establish a coordinated delivery system. Further, the national Gallup polls on education reflect a high positive congruence between career education concepts and the aspects of education most wanted by the general public.

4. Career education is a pervasive concept. Career education is unlike other recent educational innovations such as team teaching, differentiated staffing, individualized

learning, etc. which focused primarily on educational (inputs) processes. The characteristics of these innovations have generated a great deal of discussion about education and several philosophical questions linger for resolution. Specifically, career education exposes our lack of agreement on desired educational outcomes by focusing principally on the basic purposes of education. This realistic concern for educational outcomes has accentuated the problem of: (1) determining whether schools should prepare for real life or only the next level of education; (2) whether optimization of individual career development provides a logical rationale for organizing and sequencing educational experiences and; (3) whether the structure of knowledge dictates curricular structure. In essence, the full implications of career education have intensified the need to agree upon what it is education is really about.

These contextual factors continue to influence the development and implementation of career education. It would be difficult to identify an "educational movement" that has received more support from such diverse groups or has evolved from a firmer historical or theoretical base.

Career Development Theories

While career education is eclectic in its integration of empirical bases, it probably draws most heavily on career development theory. Budke has identified four major theories of career development: trait factor, sociological, personality and developmental.[4]

Trait-Factor Theories

The trait-factor theory views occupational choice as a point-in-time act consisting of matching the individual's aptitudes, interests, and ambitions with occupational opportunities. Satisfaction with the choice depends primarily on the accuracy of the individual assessment and the occupational opportunities available.

Sociological Theories

The sociological approach to career development has as its central point the notion that circumstances beyond the control of the individual contribute significantly to the career choices he makes, and the principal task confronting the youth is the development of techniques to cope effectively with his environment. This approach assumes that individuals are placed in a particular environmental situation from accident of birth rather than from their willful desire. Their impressions of desirable jobs reflect their exposure to occupations in a particular social class.

Personality Theories

Personality theories of career development are based upon the hypothesis that differences in personality structures reflect different personal needs, the satisfaction of which is sought in occupational choices. Thus, different career areas are populated by persons of different need or personality type which has lead persons such as Holland[5] to classify them into groups; such as realistic, intellectual, social, conventional, enterprising and artistic.

Developmental Theories

The developmental or self-concept theorists see occupational choice as the process of self-concept development through compromise choices and adjustments. Individuals develop more clearly defined self-concepts as

they grow older, developing images of the occupational world which they compare with their self-images in trying to make career decisions. The adequacy of the eventual career decision is based on the similarity between an individual's self-concept and the vocational concept of the career he eventually chooses.

Career education advocates seem to focus most heavily on the developmental or self-concept approach as the appropriate guide for career education development. According to Ginzberg,[6] this theory implies a series of compromise choices and adjustments as young people pass through the occupational decision-making periods of fantasy choice, tentative choice, and realistic choice. Super[7] supported the levels concept by explaining that an individual's life stages can be defined in gross terms as growth, exploration, establishment, maintenance and decline. The developmental approach to career choices consists of a rational and systematic process that can be incorporated into a comprehensive educational program. This theory is reflected in a multitude of the career education programs developed to date by the use of awareness, orientation, exploration, and preparation stages of program emphasis. Career education developers are proceeding on the assumption that increasingly individuals may control their occupational choice when provided with occupational information and experiences upon which to base decision.

THE RURAL SETTING

The problem of individual career development has long interested researchers focusing on the rural setting. The strengths and limitations of rural settings in relation to education are well documented. Merrill and Steffens[8] identified the following characteristics of the rural educational setting.

Strengths of the Rural Setting

1. Typically, youth in rural communities are afforded greater opportunities for developing independence and responsibility than are their contemporaries in the urban setting. The absence of large numbers of people and resulting regulations and restrictions provide a setting supportive of a large measure of individual freedom and a wide choice of alternatives for personal decisions. The absence of commercial facilities for entertainment, recreation, and services available in the city makes the rural family somewhat more self-sufficient than the urban family. This tends to result in a higher degree of responsibility being accepted by all family members.[9] Thus, youth in rural settings are more likely to develop a "sense of agency" at an earlier point in life.
2. The rural student typically comes from a family that is stable and whole. Parents generally have an intense interest in their children and are supportive of both the child and those who would help the child. The home environment is supportive, provides security, many opportunities for self-expression, and the exercise of responsibility. As a result, the rural student is generally capable of self-direction. Extremes in wealth usually are not great in rural areas, thus stratification of students into cliques along class lines is not an acute problem. Drug use is less widespread and less of a problem than in urban schools.[10]

3. The teacher in the small school can know each of his/her students well. The student can have identity in such a school. The teacher in the high school will teach each child in a number of classes. The nature of the small community not only makes it possible but demands that the teacher know each child through repeated school and community contacts. He will also know the child's parents, siblings, home environment, and often the child's problems and aspirations. This strength of identity, if exploited fully, can be of critical importance to the quality of education in the rural community.[11]
4. The teacher in the small school can quickly become acquainted with the community. He can understand community aspirations and bias, goals, and taboos. He can identify the community resources, both human and material, potentially available to the school in support of a program. And he can mobilize such resources in a small community to support a program almost informally, without activating a huge, formal mechanism. Teachers in small schools perceive this to be one important advantage of teaching in such schools.[12]
5. The teaching staff in small schools has the potential for flexibility in operation not approached in large schools. When properly motivated staff are able to innovate, undertake new programs, try new ideas without establishing massive administrative and organizational mechanisms. It is possible to gear up for a new program in a relatively

short time, and it is also possible to identify problems in the program quickly and effectively adjust to solve such problems. This high degree of flexibility possible in small schools can be a valuable asset.[13]

6. In some areas the decrease in rural population has been checked due to the increased movement of urban dwellers to the country side.

7. Employment in service occupations in rural areas, particularly professional services and those related to finance, insurance, and real estate has increased greatly as has employment in manufacturing and trade. At least two-thirds of the rural labor force presently are non-farm workers.

Limitations of the Rural Setting

1. The total fram population in the United States is continuing to diminish.

The farm population in rural areas has decreased heavily and this decrease is expected to continue. Not only is farm population declining or at best remaining static, the age distribution in that population reflects a heavy out-migration of young adults over the past several decades.[14] The population of rural areas represents a large proportion of the young and of the old.

2. The occupational structure in rural communities is changing. A U.S.D.A. report shows that employment in agriculture, forestry, and mining decreased dramatically. Technological advances not only have contributed to the decreased employment in agriculture, but have also decreased the rural demand for unskilled labor.[15]

3. Most small rural schools have an inadequate tax base for improving educational programs. Coupled with this is the fact that these schools are educating a large number of young people who will never contribute to this tax base because of out migration. As a result, funds are scarce and resources for change limited.[16]

4. Size in terms of staff as well as student enrollment is a pervasive factor lending both strengths and constraints to curriculum design. Low teacher-pupil ratios make individualized instruction possible. It is impossible to respond to individual student differences through a variety of class offerings, when confronted with the problem of small student numbers and limited staff competencies. Small numbers of students also have a bearing on the variety and adequacy of materials and equipment available to the student.

5. National studies and reports indicate that larger percentages of students in rural America come from economically disadvantaged families than do students from urban areas.[17,18]

   Some concerns of this general low socio-economic status of rural youth includes the scarcity of reading materials in the homes, generally lower educational level of parents, and lack of funds for education.

6. Nationally, there is evidence that the educational and vocational aspirations of rural students are lower than those of urban youth.[19] Taylor and Jones have pointed

out[20] occupational types are limited in rural areas, peer group experiences are homogeneous in terms of social class and thus rural students have little opportunity to come into contact with varied occupations, differing levels of aspiration and value systems. They claim the real world of work is outside the experience of rural youth; and the world at work that they experience is narrow and limited. The lack of appropriate role models is a growing problem.

7. Those rural students who migrate to urban areas find themselves poorly prepared to compete with urban reared youth.[21] This is due in part to the lack of vocationally oriented programs in small schools. Poor motivation may also play a part.[22]
8. Rural schools tend to be more traditional and more resistant to change than urban schools. Programs never really designed for the rural setting have been adopted by these schools and linger on even after they have been modified or removed from the urban schools for which they were designed.[23] The general focus on academic or college prep courses in rural schools is a case in point. An examination of the course offerings in rural schools shows a great imbalance between college prep offerings and vocational offerings. Bright students particularly are encouraged to concentrate on college prep courses and others must take a majority of such courses since little else is available. Small schools have not moved toward a comprehensive curriculum.

9. The lag between what is known about learning and what is done about it is greater in small schools than any others.[24] Teaching is, thus, less effective in these schools. Several factors contribute to this exaggerated lag: (1) the difficulty in recruiting and holding the most competent teachers in rural areas; (2) the lack of support services to teachers; (3) the isolation and insulation of these teachers from the mainstream of educational thought; (4) the absence of professional stimulation; (5) the urban orientation of the certification process and educational backgrounds of new teachers; (6) lack of community pressure or demand for change; (7) poor facilities; (8) lack of funds; (9) lack of a broad competency bank on the part of the total school staff either in subject content or in instructional know how.

The discrepancy is obvious between the rural setting and the ideal of career education which optimizes individual career development through an increased awareness of alternatives, real world exploration, and increased options for career development. While there are significant variations and exceptions in the rural setting, generally speaking, the rural areas are in stark contrast to the environment implied for career education.

While career education provides a new paradigm for rural education, the concept alone cannot erase or overcome severe resource contraints in the rural context. It does, however, provide hope through focusing research and development activities, through stimulating increased creativity in

deploying the energies and talents which exist in the rural settings toward the end that individual career choice and preparation will be enhanced.

RESEARCH AND DEVELOPMENT ACCOMPLISHMENTS

There have been a number of significant research and development activities designed to improve career planning and preparation. Some have been designed particularly for the rural context. The more notable of these are:

1. Integrated Career Development Curriculum

   The Integrated Career Development Curriculum for Small Rural Schools Project[25] conducted by the Western States Small Schools headquartered in the Nevada State Department of Education had as its primary objective the development, implementation and evaluation of a curriculum that will significantly enhance the career opportunities of rural youth, especially those who choose to leave rural areas for gainful employment in other settings. Funded through the Bureau of Research, USOE, since 1968, the Western States Small School Project has concerned itself with identifying problems, designing and testing programs and practices, to rectify inadequate rural school career preparation programs in Arizona, Colorado, Nevada, New Mexico, and Utah.
   Specifically, the project focuses on developing curriculum for rural educational systems which would:

   a. Enhance the career opportunities of youth who attend small, rural high schools, particularly

aiming ultimately to become employed in the urban society.

b. Prepare students with useful skills and knowledge for a wide variety of occupations, primarily basic technology.

c. Help students develop concepts about systems and processes of our society which generate, define and lend meaning to work.

d. Provide students with skills, knowledge and competency to make wise decisions, particularly career decisions.

The project staff accepted an institutional pattern called the Life Adjustment Model which places its emphasis on real life tasks and "hands on" experiences. In other words, the mode focuses on learning by acting and experiencing the consequences of that action. It is an explicit and functional design for (1) duplicating in school the same kinds of "want serving" behaviors that are typical of the normal daily activities of human beings, and (2) associating with those "want serving" behaviors highly efficient strategies that promote necessary concept formulation and motor skill development required of the student, while performing the "want serving" behaviors.

This approach tends to view the learner as a human being who is constantly seeking to satisfy his wants and in so doing is interacting with his environment. In so doing, he perceives the consequences of his behavior and adjusts it accordingly.

The content identified as appropriate for this project has been packaged into 23 learning units (mini-carrier and carrier projects). The project goal was to have students

interact with these learning units and thus develop in students the competencies demanded by the project's instructional objectives. Each phenomena identified with each instructional objective in the project constituted the basis for a learning unit. Examples of these single concept, event or process learning units include the following: career choice, planning for career choice, cleaning and gapping spark plugs, valve lifter adjustment, opening a checking account for a school play, computing interest on a note, etc. The diversity of the learning units are clearly apparent from these examples. Review of learning units developed to date clearly illustrates that they do not represent courses presently identified in the typical small rural school curriculum; since courses dedicated to the objectives outlined in this project do not generally exist in small rural schools.

2. Satellite Communications Project

The communications satellite project involving the Federation of the Rock Mountain States, the Appalachian Regional Commission and the Alaska Satellite provides improved and relatively unexploited technology for delivering improved educational programming in rural areas. Career education for elementary students and K-12 teachers are being developed.

3. Exemplary Programs

In a number of instances, exemplary programs[26] under the Vocational Education Act have been located in rural areas and have provided substantial gains in career development activities. Some of these programs have dealt with (1) development of career education materials and programs, (2) cooperative vocational programs, and (3) career development programs taught out of mobile vans designed to take vocational and career development programs to students in remote rural areas.

Additionally, research and development programs and projects designed to improve career planning and preparation in general, have been completed which may have definite implications for the rural setting.

DEVELOPMENT OF PROGRAMS AND PRODUCTS

Several career education related programs and products are in their final stages of development and will soon be available for "tryout" in all educatiional settings. The examples referred to in the final section of this paper are being conducted or have been completed by educational agencies throughout the country.

There now exist four alternative conceptualizations of career education or, more accurately, four alternative ways of delivering or facilitating career education goals. In a research and development sense, the four models may be viewed as alternative means of delivering on our career education commitments. The four models are:

1. Comprehensive Career Education Model -- the school-based model
2. The experience-based model
3. The home/community-based model
4. The residential-based model

School-Based Model

The U. S. Office of Education designated The Center for Vocational Education, located at The Ohio State University, as the prime contractor to develop, test, and install the school-based Comprehensive Career Education Model. Work on the model was undertaken in six local school districts selected by the Office of Education. They were: Mesa, Arizona; Los Angeles, California; Jefferson County, Colorado; Atlanta, Georgia; Pontiac, Michigan and Hackensack, New Jersey. The development network encompassed many diversities. There were variations in the size of school districts, geographic settings, and the cultural and ethnic mix. The network involved the staff and students from 114 school buildings, as more than 3,600 teachers and administrators worked with 85,000 students in this development effort. The Center's staff consisted of 66 professional and 37 supporting staff, 84 of which were at The Center headquarters and 19 residing at the LEA's.

For the purpose of the school-based Comprehensive Career Education Model, (CCEM) career education was defined as a comprehensive educational program focused on careers, beginning with the entry of the child into a formal school program and continuing into the adult years.

During the past three years, approximately 130 curriculum units were developed in local education agencies cooperating in this project. These units were tested in the 114 school buildings at all grade levels. The majority of the 85,000 students in these participating CCEM attendance areas were exposed to new career education curriculum units or some facet of career education. Thirty curriculum units for K-12 and related staff implementation guidelines will soon be available for distribution. Additionally, 61 units will be field tested during the coming year by the American Institute for Research.

Experience-Based Career Education

The Experience-Based Career Education (EBCE) program[27] previously referred to as the Employer Based Model, is testing the assumption that for many teenagers being with adults in specially structured work settings is better than being in schools with other young people. The projects are also testing the hypothesis that this is not only better for youth, but that such experience based learning is relatively inexpensive, feasible, and acceptable to students, parents, and employers. Experience-based career education is a comprehensive, personalized education program for high school age youth that relies on the participation of the entire community--employers, unions, public agencies, schools, parents, et al., to provide students with direct non-paid experiences in a wide variety of work settings to better prepare them for life/careers. Because EBCE is individualized and its educational environment is the entire community, it is believed to be attractive and applicable to students from under-achievers to the highly motivated.

Approximately 330 10th - 12th grade students currently were enrolled in the four projects which completed a second year of development and operations this summer. A range of employers, unions, and other community organizations (numbering about 400) are participating in the program, including state and local public agencies, scientific laboratories, public utilities, retail stores, manufacturing plants, banks, cultural institutions and self-employed persons. These sites provide students with opportunities for exchanging ideas with and learning from all kinds of adults--mechanics, architects, union stewards, attorneys, doctors, clerks, social workers, and scientists. The total number of resource persons participating in the projects in nearly 1000.

Four organizations had contracts to independently develop employer-based career education models. These contracts were pursued independently in an effort to develop independent alternatives within this concept. These organizations are Research for Better Schools, (RBS), Inc., Philadelphia, Pennsylvania; Farwest Laboratory for Educational Research and Development, Berkley, California; The Northwest Regional Educational Laboratory, Portland, Oregon; and the Appalachia Educational Laboratory, Charleston, West Virginia.

Home/Community-Based Model

The goals of the Home/Community-Based Model[28] is to offer a career-oriented educational program to out-of-school youth and adults, who, for a variety of reasons, are not participating in regular school programs or who want additional learning opportunities. The Educational Development Center in Newton, Massachusetts, was contracted to carry out the program.

The primary strategy for reaching the out-of-school youth and adult population will be through mass media. Once adults are motivated through the mass media, agencies and programs must be set up that can handle the needs of these adults. The needs include central screening, counseling, training, and placement. This necessitates working with employers and other national/regional and local organizations which will participate in the guidance and operation of the program.

This program attempted to use mass media to attract the attention of the adult based population to the program, to be used to assess the career education interests of the target population, to provide the target group information about existing career education alternatives and resources, and to provide, where appropriate, skills related to engaging in career education.

The Home/Community-Based Model will consist of a comprehensive career-oriented program centered on individualized learning programs. It will be

strongly supported by career development centers located in the community which will provide tutorial, testing, and referral services aimed at identifying and developing career interests. Although the character of the Home/Community-Based Model is flexibly conceived to the extent that it can be shaped by the interests of any community, the essential components will remain the same--a comprehensive career education base, counseling and tutorial services, and multi-media support services. The products of this effort could be used in the education satellite projects.

Residential-Based Model

The Mountain Plains program[29] is testing the assumption that the economic rehabilitation of multi-problem families can be cost beneficial in comparison to present welfare and rehabilitation approaches.

Mountain Plains (MP) is a residential program for rural multi-problem families. Services provided include career training such as career guidance, foundation education, and job training for the head of the household and, if desired, for the spouse; family and individual counseling; a family curriculum providing home management, health, consumer education, and community relations skills; medical, dental and optical services, financial support of the family while in the program; child development and care for preschool age youngsters; and job placement service.

A family is considered to have completed the program when both adults have finished all required program courses and the head of the household has received validation in a job skill. Families who complete the program, as well as those who resign receive placement and relocation support from field offices.

Participants are recruited from six states (Montana, Idaho, South Dakota, North Dakota, Wyoming and Nebraska) through MP field offices, self-

referral, and referral from welfare and employment agencies. The facility, a converted Air Force Base in Montana, can serve 210 families per month. At an estimated stay of nine months per family, the yearly flow through should be about 280 families.

Results to date show that about 70% of the entrant families complete their MP programs. In comparison with the control families (a random 20% selected from eligible applicants before relocation in the MP facility), completing families have a higher employment rate, 86% as contrasted with 65%. Family incomes have increased from an average of $355.18 per month prior to entry to $576.69 per month six months after completion, an average net gain of $221.51. Although MP was able to reduce the net operating costs per family from approximately $16,000 (June 1973 estimate) to an actual cost per family of $10,640 during a recent period, current inflationary pressures will probably bring the cost per family to about $11,500 for subsistence, training and placement.

The long range effects will be apparent only after more time has passed. A third party evaluation study of completers, resignees, and controls should be available by mid-1976. Two-year follow-up data will be included in this study.

In addition, a variety of products expected to be of use to other organizations are projected for completion over the next 18 months. These include modifications of programs for adult basic and vocational training, curriculum guides, and individualized General Educational Development program, and curricula and manuals for the family centered programs.

Individuals concerned in improving career education in rural settings will need to consider the implications of these extensive career education efforts. While the development sites did not focus on the rural setting -

the products and materials should be tested in a representative number of rural schools. Their utility and validity should be determined and adaptations and further testing undertaken as needed.

Career Planning Support System

Millions of hign school students graduate every year lacking skills for choosing and planning careers. They must make decisions vitally affecting their futures, but receive insufficient guidance to help them decide upon and pursue fulfulling careers. While most high schools have guidance services, research has shown that guidance programs attempt to offer more services than the schools can adequately support. Counselors are over-extended and have little time to assist all students individually. In short, career guidance programs are too often ineffective and are in serious need of upgrading.

A program for systematically upgrading and evaluating career guidance programs is being developed. This program, Career Planning Support System, is designed to more closely match resources and services. The scope of career guidance is expanded. Needs and resources within the school and community are identified and applied to develop a realistic and workable guidance program. The needs and occupational interests of all students are encompassed in the program. At the same time, the system will be

responsive to the needs of minorities and women as new and more varied opportunities become available to them in the world of work. All in all, this system will enable schools to design their own guidance programs which will reflect the unique needs of their students within the resource boundaries of school and community. The Career Planning Support System is composed of four basic components: (1) career guidance, (2) facilitating transition from school to work, (3) career guidance for minority youth and (4) career guidance for women.

Career Guidance

As a result of several years of careful investigation, CVE has focused its attention on the lack of orderly, logical procedures by which a school can plan and manage its guidance activities. To meet this need, the Career Planning Support System (CPSS) provides a core procedural system called "Career Guidance." The procedural system is implemented through a package of materials (procedural guides, audiovisual presentations, survey questionnaires, instructional manuals, and new guidance techniques) which provides step-by-step procedures for planning, implementing, and evaluating career guidance programs. Forty-nine schools in 12 states (Alaska, Arizona, Kentucky, Michigan, Mississippi, Missouri, Montana, New Hampshire, North Carolina, Ohio, Utah, Washington) are serving as test sites for development and refinement of the methodologies and materials. The field testing is involving 60 school administrators, 3100 counselors and leaders and 55,000 students in these educational settings. While to date the procedural system being tested is designed for high schools, there are definite implications that the same approach is appropriate for elementary and middle school levels.

Facilitating Transition From School to Work

Assisting students to make the transition from school to work or further education has been largely neglected by our nation's schools. Historically, high schools have tended to hand students their diplomas and consider this the end of their responsibility. More and more we are realizing that this is inadequate. Students need and want specific assistance in a great range of problems confronting them after they leave school. These problems relate to job seeking; job interviewing; assessment and selection of training opportunities; and adjustment to the myriad of psychological problems with which they must cope on the job, e.g., problems associated with authority figures, co-workers, and work pressures.

The CPSS is developing new guidance methods and synthesizing existing methods to be incorporated as an integral part of guidance programs. Two major products are being developed: (1) a short course for high school students entitled "Coping in the World of Work: Practice in Problem Solving" designed to acquaint students with twenty common on-the-job adjustment problems and to learn problem solving techniques in dealing with them; and (2) a handbook of transition guidance techniques including job placement models, job seeking clinics, and life skills planning seminars.

Career Guidance for Minority Youth

Activities in the minority youth element of the Career Planning Support System are directed toward a research goal of identifying important interpersonal influences in career decision-making and a development goal of formulating guidance approaches which apply the knowledge obtained through the research. The element had its origin in two separate efforts.

The first thrust was a comprehensive review of the theory and research developing in sociology under the general designation of "status attainment."

Evidence from these inquiries seems to indicate that for the general population not only is educational and occupational attainment strongly related to the socioeconomic origins of an individual but also that its influence on attainment is itself affected by interaction with other people, academic performance, career planning, and other factors. However, the degree to which such relationships apply to members of specific ethnic and other minority groups has not been systematically explored. Therefore, a research goal is to explore the degree to which these relationships hold for groups other than white middle class males and use this knowledge in the development of new guidance methods.

The second consisted of a national survey conducted under the auspices of CVE which found that career guidance counseling for minority youth was largely ineffective throughout the United States. Thus, the development goal of the CPSS is to formulate guidance methodology or methodologies that have a high probability of providing viable, effective assistance to minority young people as they formulate post-secondary educational and occupational plans.

Career Guidance for Women

It is recognized that more than half the students in most high schools are girls, and that most career materials either fail to include information on women's career development or assume that all women will enter traditional "women's careers." Also, the variety of career patterns which women follow are often not explicated in career guidance programs, and traditional sex stereotyping significantly impedes the communication of career opportunities.

The career guidance for women element of CPSS is aimed toward developing and field testing "career development units" for women students. Unit topics

include: exploration of occupations traditionally perceived as appropriate only for males; possible adult role combinations, including a variety of career patterns; and legislation pertaining to career preparation and employment. Each unit is directed toward the achievment of one or more behavioral objectives associated with career guidance of women. A variety of learning approaches are described, such as self-instruction, role playing, and simulation. Evaluation procedures are an integral part of each program.

Although the entire Career Planning Support System is not scheduled for completion until 1977, the national response to preliminary versions has been enthusiastic. More than 4,000 requests have been received from all fifty states and territories as well as fourteen foreign countries.

Occupational Exploration Simulation Modules

Realizing that schools have more contact with young people than any other agency and are in a real position to help students explore occupational alternatives, the National Institute for Education contracted with The Research and Development Center for Vocational Education at The Ohio State University to develop an Occupational Exploration program.[30] The program focuses on 12 occupational clusters which include: (1) manufacturing, (2) education, (3) communication-transportation, (4) product-services, (5) trade and finance, (6) health and welfare, (7) construction, (8) recreation-entertainment, (9) natural resources, (10) personnel services, (11) government, and (12) arts and humanities.

As it is developing, the Occupational Exploration program will include active investigation of the world of work: (1) typical occupational endeavors will be simulated by students within the schools, (2) other decision-making and planning experiences will help the student design his own extended exploration in terms of his emerging needs and interests.

Simulation modules provide the occupational contexts, arrangements, and props for dynamic, short-term situational encounters with job roles and relationships. Students can choose to carry out typical jobs in various occupations: a pharmacologist at a health and welfare agency; a trouble-shooter in a radio repair shop; etc. The jobs and working combinations of people represent the real world ow work, and the enterprises are typical of those in the actual occupational cluster.

After a brief overview of the cluster, students choose whether or not to invest themselves in the simulation on the basis of a short, highly motivational introduction, which may be an illustrated booklet, a film, filmstrip, or game. Then they select their roles, carry out the typical processes, and often produce some real product or service. They may develop an advertising campaign, create a hair style or a physical fitness program, or coordinate blasting at a rock quarry. Through the simulations, students have frequent chances to assess their own preferences and performance. Thus, they may better organize their own knowledge and feelings about a job area and its roles--all in a manageable, safe, simplified form, within the security of the school.

Simulations are supported by teachers' packets and a students introduction to using simulation in learning first-hand about jobs.

At this stage, all simulation materials are planned to be: (1) student-centered; (2) delivered through multi-media; (3) thoroughly reviewed, revised and tested; (4) practical, flexible, and efficient. Since simulation strategies are not constrained by limited community resources, they should provide a useful means of enriching the rural environment.

Staff Development Modules

To facilitate the implementation of career education, The Center developed a staff development model and series of learning modules for each phase of the model.[31] The five phases for which modules have been developed include:

1) Selecting and organizing the comprehensive career education advisory committee
2) Selection, orientation and preparation of in-service coordinators
3) Orientation of personnel to career education concepts
4) Initial preparation of personnel for specific roles
5) Periodic staff development activities based on needs analysis.

Some examples of the modules that have been developed for each phase include:

In-Service Coordinator Materials Phase

Staff Development Guidelines for Career Education: which focuses on suggested goals, strategies, and resources for planning and conducting a comprehensive local staff development program. In addition to describing a training program for in-service coordinators, a suggested management plan and guidelines for preparation of all participating staff are included. The guidelines are primarily printed materials, but also include a staff development model and other illustrations.

The guidelines themselves are for use by state department, university, and local school district personnel who are responsible for planning and implementing an in-service program for all participating staff. Sections of the guidelines are devoted to preparing the in-service coordinators for

their task of preparing administrators, teachers, counselors, and support staff for their roles.

In-Service Coordinators Training Program: which focuses on topics such as developing leadership skills, problem-solving skills, and coordinating and/or conducting the staff development sessions. The produce is in the form of self-instructional modules to be utilized by career education coordinators in either an individualized more or in small groups. Each module has an introduction, general objective(s), performance objective(s), learning techniques, evaluation, and resource section.

Potential users include LEA career education directors and university and state department personnel. The use of these modules should insure better informed and prepared in-service coordinators.

General Orientation Materials Phase

General Orientation In-Service Training Programs: which focuses on topics such as: why career education, present need for career education, career development theory, foundation for career education, what is career education, current career education models, implementation strategies, role identification, and resources for career education (national, state, and local). The purpose is to provide educational staff a broad foundation of both the construct for career education as well as helpful suggestions for preparing to play a developer and implementor's role in their district. The comprehensive in-service program consists of eight instructional modules, each containing an introduction, goal statements, performance objectives, topical narrative outlines, teacher and learner suggested activities, study questions, required and suggested readings, and evaluation sections. Besides the printed instructional modules, the program will include transparency masters and needed readings.

The intended user audiences, initially, are the project staff development coordinators, teacher educators, and state department personnel. The intended receiver audience includes educational staff who are preparing to play a role in their local districts' career education program.

Specific Audience Role Orientation Materials Phase

Curriculum Unit Installation Program: which focuses on topics such as: orientation to career education, the curriculum program, understanding and preparing to teach instructional units, and evaluation and feedback procedures. The program consists of printed handouts and resource materials and audiovisuals (transparencies). The program, which includes and instructional plan, is comprehensive, rich in resources and flexible, so that it can easily be adapted to local circumstances. It consists of 200 double-spaced pages and 40 transparencies. It is available in two versions, a notebook that has only transparency masters and a kit that includes ready-to-use transparencies as well as masters.

The intended user audience is Local Education Agency in-service coordinators and university or state department staff who are leading the implementation of CCEM curriculum units. The intended users are teachers and other instructional personnel who will be using CCEM-developed curricular materials.

In-Service Training Program for Administrators of Career Education Programs: which focuses on topics such as: Orientation to career education philosophy, the identification of needs, identification of available resources, career education operation components, evaluation of career education components, developing a financial plan, and implementation plan. The purpose is to provide local district administrators with a broad foundation of both the rationale and antecedents for career education as well as exposing them to a variety of process experiences deemed necessary for their local planning

and preparation in developing and implementing career education in their district. The comprehensive in-service program consists of nine instructional modules that each contain an introduction, goal statements, performance objectives, topical narrative outlines, teacher and learner suggested activities, study questions, required and suggested readings, and learner evaluation. In addition to the printed instructional modules, the program will include transparency masters and a set of required readings. The total program will consist of between 400 to 450 pages bound to facilitate its use both as a total program or as separate treatments on special topics. It will provide approximately 40 to 50 hours of career education in-service.

The initial intended user audiences are the project staff development coordinators and educational administrators at universities, colleges, and state departments of education. The intended receiver audiences are local district superintendents, building principals, and educational planners who are preparing to lead the development, testing, and implementation of career education.

SUMMARY

The paradigm of career education, although significant for rural education settings, alone cannot overcome the severe resource constraints in the rural context. Nevertheless, it appears that:

1. Career education is a viable paradigm for determining educational purpose, sharpening expected outcomes and for organizing and deploying the educational and community resources in the rural setting.

2. Continual effort must be made to build on the strengths of rural settings to enable these communities to capacitate youth for careers. I am primarily referring to five strengths.
   a. Opportunities for youth to develop independence and responsibility.
   b. Parental interest and support of the child's welfare.
   c. Teachers who know their individual students well.
   d. Teachers who know and are a part of the school community.
   e. Teaching staffs who are highly flexible.
3. The rural setting, while enjoying some advantages, has severe limitations which will require differentiated treatments and intervention strategies if the full expectation of career education is to be realized.
4. Continued research and development is needed to improve our understanding of individual career development processes and the uniqueness of the rural setting.
5. We need to expand our testing and development of career education products and systems developed in other settings in rural areas and make more intensive and extensive applications of research and development outputs. Further, we must increasingly capitalize on educational technology (i.e. satellites) as a means of delivering improved educational services in rural areas.

6. We must continue to examine the administrative structure for rural education as it might be influenced by such interventions as consolidation, intermediate units, residential schools, and individual educational entitlements.

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